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ABSTRACT

This document suggests ways in which principles of adult learning theory can help educators understand and facilitate the progress of the nontraditional, mature student. In addition, it examines the continuing education of the adult learner who is involved in teacher inservice education. After a preface and introduction, five sections make up the bulk of the document, followed by a four-page bibliography and an appendix that describes the University of Florida's functional/collaborative approach to the development of inservice teacher and administrator training programs. Among the five major sections, one examines social forces affecting adult learning activity; the second section describes various attempts at building learning theory that incorporates how adults learn; the third section recognizes congruencies between adult learning principles and continuing professional education; the fourth lists indicators of institutional commitment to adult learners; and the fifth section includes suggestions for improving teacher inservice education. (CML)

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Preface

Effective teacher training and adult education require a different set of tools than those available to most teacher educators and staff development personnel. In addition to the need for knowledge and skills appropriate for adult inservice education, an increasing percentage of preservice students are adults. One cannot simply use teacher training programs that were designed for the young and apply them to adults.

University constituencies have changed, resulting in the need for the design and implementation of new structures and organizations as well as different types of instructional delivery systems.Adult developmental research as well as experience in the field of learning environment now provide us with a wealth of knowledge for the training of adult learners.

This monograph presents the knowledge base on andragogy and makes practical recommendations for the implementation of effective training programs. Additionally, it presents the "Functional-Collaborative" training model developed at the University of Florida for adult learners, one that has been effectively implemented, pilot-tested and refined during the past five (5) years.

C. L. H.
July 1989

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Appendix 1:

A Description of the University of Florida Functional/Collaborative Approach to the Development of Inservice Teacher and Administrator Training Programs

Introduction

Traditionally, college and university programs have been designed for the young. It is increasingly clear that with the explosion of knowledge and the accelerated rate of change in the world today, society cannot afford to place its educational investment only in its youth. In a recent work by Toffler (1980), the author calls for a new conceptual framework for the leadership required by large institutions such as universities as they adapt to serve their constituents. "No corporation president would try to run a large company with a table of organization first sketched by the quill pen of some eighteenth century ancestor whose sole managerial experience consisted of running a farm. No sane pilot would attempt to fly a supersonic jet with the antique navigation and control instruments available to Bleriot or Lindbergh" (p. 430). Our educational institutions continually attempt to remedy contemporary problems with industrial age ideas. More than the leadership itself, it may be the obsolete institution that prevents intelligent, workable solutions to problems and human needs. Simply doing more of the same may be the best formula for failure.

Adult development research and current theoretical knowledge concerning learning environment now provide a broad knowledge base for the study of adult learners. This brief paper will examine the adult learner in general and theoretical terms and suggest how some of these principles can help us to understand and facilitate the progress of the non-traditional, mature student. Finally, the paper will examine the continuing

education of the adult learner who is involved in continuing professional education, specifically teacher inservice programs.

Adult Education is described as a young social science discipline emerging from an older field of practice. This social science is evolving into an endeavor that includes numerous subject matter areas with a multitude of levels in each area. Further, the endeavor is carried out by diverse types of institutions each with their own particular design and style of delivery. Often the practitioner is a representative of any one of a large number of disciplines. One important idea continues to emerge and that is the discipline involves extremely diverse kinds of students with different expectations from their educational experience. This diversity will continue to characterize adult education for an indefinite period of time.

As the discipline emerges, the professional in the field has an opportunity to provide leadership in terms of synthesizing what is known about effective programs and systematically applying this information to their unique setting. This becomes purposeful change.

> The future vitality of adult education may well depend on <u>deliberate</u> attention to discrepancies between current and improved practice. In the past, progress in the field resulted primarily from dedicated amateurs pioneering new programs and practices with little attention to professional literature. Given the low public visibility of the field, benign neglect by parent organizations and limited contact across segments of the field, this emphasis on isolated innovation and deemphasis on learning from other people was understandable and possibly even functional (Knox, 1980, p. 379).

It is the purpose of this paper to introduce some of the

information that is available and currently needed to infuse this emerging discipline with a greater degree of vitality. It seems obvious that no organizer or administrator can accumulate all the literature in his/her area of specialization, yet it is important that they independently discover how to acquire key concepts and procedures for their own use.

External Forces Affecting Adult Learning Activity

Hoare (1982) reports that of the recent writing on adult education there is (with a few exceptions) an absence of the acknowledgement of the impact of rapid societal change on the way we organize adult education. Hoare insists that Americans are an insular people lacking in global viewpoints that would serve them better than the more narrow viewpoint. She suggests that adult education researchers/practitioners take on the role of social leadership. In the prologue of Adult and Continuing Education: Responding to Change, Huey Long (1983) outlines some of the developments in American society that have implications for programming in adult and continuing education. The population of older Americans over 65 is expected to rise from its present level of 11 percent to 35 percent by the year 2000. In some areas of the country, this kind of demographic phenomena has already made an impact on the organization of institutions. Fewer than 25 percent of men in this age group are in the labor force. Ten years ago this population had a high school

completion rate of 35 percent while the projected rate by 1990 is expected to be over 50 percent. The relationship these individuals have to the work experience is itself a unique characteristic of this cohort. Older adults acquired self esteem and dignity through their jobs and the work ethic of their youth increased the non-monetary rewards of work. "One's relationship to work is one of the most important determinants of how present and future time is experienced" (London and Ewing, 1982, p. 238). For the most part, the present population of over-65 year-olds generally received little formal education, were immigrants themselves or were the children of recent immigrants, lived through the depression, saw the population shift from the farm to the city, and experienced global war. Aging Americans represent an attractive population for adult education, but their participation has historically been less than that of younger or middle aged people.

In younger age cohorts, educational levels are increasing and higher pensions along with other related economic developments have resulted in an expanding number of relatively affluent, aging individuals. There are also a growing number of young-older Americans who are willing to develop the freedom necessary to reinvent themselves -- that is, not accepting a static definition of what they are based only on their previous circumstances.

Currently there are large scale educational activities by corporations and other social organizations such as some health

care agencies and the military. It is speculated that these agencies will continue to provide some of the most extensive educational activities to many younger, working Americans. To bring this point clearly into focus, a larger and larger amount of the operating budgets of many corporations include funds for adult learning experiences for employees. These corporations frequently lure curriculum and instruction experts away from university campuses to design their programs.

"As familiar patterns of relationships, norms and values shift to the new and unfamiliar, many adults experience feelings of alienation from the society that once provided feelings of security" (Hoare, 1982, p. 61). For many reasons such as economic variables, changing social needs, and technology the role of gender is changing -- for men as well as women. Sociological and educational researchers observe that significant changes in family structure provide issues that can logically be addressed by adult education. The issues that have been identified are the breakdown of family support systems, the evolution of new dependency and interdependency relationships, alternative sex role functions, unique circumstances of multi-generational families, problems revolving around communicable disease, death and dying, dealing with disabilities and care of family members with special needs. Hoare (1982) describes this role for adult education as education for personal adaptation.

Younger men and women, the baby boom generation born after World War II, represent a phenomenon that must be considered for

the next 30-40 years. Their technologic existence will include issues and problems that can be dealt with by educational solutions.

At the same time, the face of American higher education continues to undergo some subtle changes. There is a slow shifting away from an emphasis on the 18-22 year old undergraduate to a broader view that learning how to learn is a basic skill and that learning is a lifelong process. However, serving the adult student has not been an important goal for many universities. There may be a dilemma in higher education in the near future and that dilemma may be how to serve a major growth segment of the educational marketplace -- the adult professional. Related to this issue is a rapidly expanding market for first professional degrees (education, psychology, business, medicine, nursing, dentistry, law, etc.). The knowledge durability of these disciplines is so short-term as to make future educational needs of these professionals at the university level almost a certainty. Certification and licensure for these professions only adds to a tremendous market expansion.

The most reliable and best predictor of an adult's likelihood of being a continuing learner is his or her prior level of educational attainment. Simply said, the more one learns, the more one wants to learn.

Current demographic data from many sources reveals declining numbers of 18-22 year olds. Demographers insist this trend will continue well into the 1990's and on many college and university

campuses there will be mounting competition for the traditional aged student at the same time that older students (aged 23 to 65 years) will enroll at these campuses in ever-increasing numbers. These adults chose to return to college campuses most often for career-related reasons (Richter-Antion, 1986). Their employment tends to be in a profession or in a technical occupation. As societal trends continue to develop and the demand for continuing education increases, university and college departments can develop their own structure for blending with the university mission. This can best be done through research, teaching and service.

In a popular management text Peters and Waterman (1982) discuss academic integrity in the context of continuing education as distinction excellence or "sticking to the knitting" (p. 292). From a business and marketing standpoint an institution would only get involved in continuing professional education or in-service programming in areas of greatest academic strength and only after making an effort to get to know client characteristics, needs and desires. An institution that safeguards its opportunity for success by coming to terms with this important principle of academic integrity stands to establish itself as a credible, quality provider of continuing professional education. Institutional impact on programs for adults will come from carefully conceptualized programs based on research. Lindsay (1984) states there are limitations in the scope of methodologies used in the field, but as an essential,

what constitutes good instructional practice would be knowledge of the institution and self, knowledge of the learner, the subject matter, the learning process, and the teaching process.

The Need for Theory

Merriam (1987) points out that theory formation in the field of adult learning is in its infancy and that no theory has been universally accepted as an explanation of, or unique to, adult learning. The work of Malcolm Knowles, however, more than any in the field of adult learning has provided patterns of constructive thinking that have given structure to the discipline. Knowles (1980) has contributed the concept of andragogy to be used as the guiding force behind planning and implementing adult learning opportunities. Andragogy is based on four assumptions:

1. as a person matures his or her self concept moves from one of a dependent personality toward one of being a self-directed human being;
2. an adult accumulates a growing reservoir of experience, a rich resource for learning;
3. the readiness of an adult to learn is closely related to the developmental tasks of his or her social or career role; and
4. there is a change in time perspective as individuals mature, from one of future application of knowledge to immediacy of application; thus an adult is generally

more problem-centered than subject-centered in learning.

Knowles' assumptions are challenged by some theorists, but at the same time others declare his work has quickened the pace toward the realm of well-grounded principles of good practice.

Patricia Cross' Characteristics of Adults As Learners (CAL) model (1981) does not provide implications for practice, as Knowles' theory does, but offers a model for thinking about what and how adults learn. Cross' model is concerned with differences between adults and children and utilizes two variables: personal characteristics and situational characteristics. Personal characteristics include three continua of growth and development in physical, psychological and sociocultural characteristics. Situational characteristics center on those unique to adults and include role responsibilities, as well as the nature and setting of the adult's workplace, etc. Cross views the model as useful when thinking across and between categories and this feature of CAL allows the researcher to add new knowledge to the model at the same time it generates new questions to be investigated (Cross, 1981).

Two additional theories which are important to critical thinking regarding adult learners are McCluskey's Theory of Margin and Knox's Proficiency Theory. These two theories form explanations for ways in which the particular roles and responsibilities of a adult are attendant to the way he/she learns. Margin, according to McCluskey (cited in Knowles, 1984),

is the way in which an adult seeks to balance the amount of energy needed and the amount available for a learning task. A margin is thought of as what is left over. The balance is conceptualized as a ratio between the load of life, which uses up energy, and the power of life which allows one to deal with the load.

> "Load and power can be controlled, and better yet, if a person is able to lay hold of reserve (Margin) of Power, he is better equipped to meet unforeseen emergencies, is better positioned to take risks, can engage in exploratory, creative activities, is more likely to learn, etc., i.e. do things that enable him to live above a plateau of mere self subsistence" (p. 159).

Arin-Krupp (1981) utilizes knowledge of the specific tasks and developmental issues throughout adult life to describe "load" for the teacher inservice participant. As a function of age and stage, power and load are characteristically different as young adults grow into middle aged and older adults. Arin-Krupp's work concerns itself with theoretically based implications for in-service or staff developers in school and university settings.

Allen Knox's (1980) Proficiency Theory is based on the notion that there is a gap or a discrepancy between the adult's current proficiency and that which he/she desires. Knox's theory is developmental in that it encompasses the idea that change is integral to adult development and therefore the need for learning. Knox considers his theory transactional in that learners are motivated to learn through interaction with their social context and as they interact with people and resources within the learning situation. In these two important ways this theory presents interrelated concepts. Knox suggests that

further study of adult learning performance based on improving proficiency will undoubtedly lead to better performance for adult learners.

Other theories that are offered which may contribute to greater understanding of adult learning emphasize the ways in which adults restructure meaning or transform their individual perspectives. Mezirow's Perspective Transformation Theory (1981) is based on the assumption that some sort of dilemma for which the adult does not possess an appropriate response, generates a self-examination. "A movement begins whereby one revises specific assumptions about oneself and others until the very structure of assumptions becomes transformed" (p. 144). This restructured perspective in the adult learner serves to bring about some action by the individual.

Friere's (1970) theory of education for social change makes use of a distinction between simply providing facts for recall and problem-solving education in which full integration is the primary goal along with some consequent action by the adult in a learning environment. Central to Friere's theory is a special relationship between teacher and student. Instead of filling up the student with content the instructor/facilitator humanizes the process with very deliberate methods that include dialogue, problem-posing, co-investigation, and consciousness raising. The adult students themselves generate the topics which become the focus for discussion. Friere is best known for his work using this theory in combatting illiteracy in developing nations.

It is useful to examine some of the attempts to identify the learning theory that addresses how adults learn. Kowalski (1984) describes the 1973 work of Dabin and Okun to do just that as they divided major learning theories into three approaches: cognitivism, behaviorism and neo-behaviorism. Results of this work reveal that no one theory can be proposed as having the most promise for adult education. The challenge for the practitioner/researcher remains the selection of a model based upon the circumstances of a given assignment (i.e., nature of learners, subject matter and course purpose). Relevant to this section is the work of Brundage and Mackeracher (cited in Jarvis, 1987) who illustrate further the centrality of self-concept to traditional adult learning theory. They suggest the following:

> As adults take on new roles and responsibilities the self is affected by the new role; adults learn best when they view themselves as learners.
>
> Adults are more concerned with whether they are changing in the direction of their own idea of self than whether they are reaching someone else's idea of how they should be meeting objectives.
>
> Adults who possess greater degrees of self esteem and a more positive self-image are more apt to accept change.
>
> Adults who have higher self esteem are less rigid and more flexible.
>
> Adults learn best when they have input into development of learning objectives which are congruent with their current and idealized self-concept.
>
> The learner responds to the learning activity from an organized self-concept and perceives the experience as an integrated whole.

Theory construction in adult learning remains in a formative stage with no one theory being supported by a substantial body of

knowledge. A growing number of researchers in education and psychology continue to attempt to structure a new theory that is unique to adult learning. However, in the absence of such a theory, the present working theories contributes greatly to the way we practice adult education and are generating numerous new questions to be answered. In the following sections this report provides descriptions of the work of practitioners based upon theory.

Congruencies Between Adult Learning Principles and Continuing Professional Education

Adult education literature has many branch or focus areas including basic education, life-long learning, vocational education, resource development, staff development, continuing education and continuing professional education or in-service education. "Individuals often identify more with the branches than with adult education itself making adult education less coherent as a field than it might be" (Erdman, 1987, p. 18).

Continuing professional education research reveals a diverse and disorganized field of endeavor. Undoubtedly, the diverse populations who are the students and the philosophies used to guide the practitioner/researcher involved in continued professional education play a large role in the range of purposes, goals and objectives used to carry out their programs. Houle (1980) and Knox (1980) have each declared that certain

commonalities exist between professions with respect to educational needs, resources, and methods across professional groups, however, they also recognize that certain unique areas of expertise and distinctive traditions sometimes serve to separate them.

As a means of thinking about the function of content across a wide number of possible continuing education programs, Apps (1973) has contributed three models of continuing education for adult learners. Inherent within each of the models is a different goal with characteristic assumptions concerning the role of the learner and the role of the provider; the function of the content differs with each of the goals.

Apps' Typology of Continuing Education Learning Models

	Essentialist-Perennialist (Mental discipline)	Progressivist-Reconstruction-alist (Behaviorism)	Existentalist
Goal	Acquire Content	Problem Solve	Self Actualization
Role of Learner	Receive Content	Problem Solver	Self Searching
Role of Provider	Translator, Communication	Helper, Resource Person	Guide, Counselor
Function of Content	An end	A means	A means

Source: Apps 1973

The distinction between means and ends differentiates roles and responsibilities in continuing professional education and it

is important to note here that the intended beneficiaries of the educational activity also influence the purpose of the program. "A differentiation of the intended beneficiaries (student, client, etc.) of continuing education that one encounters in the literature further helps to clarify the methods and purposes ascribed to continuing professional education" (Scanlan, 1985).

For practitioners, it is often necessary to acquire insights into their clientele's reasons for participation in continuing professional education. This provides useful guidance into planning, implementing, and evaluating programs. The Participation Reasons Scale (PRS), specific to a profession and a self-report instrument, states reasons for participating in continuing professional education. The PRS has proven reliable and valid and is designed to be used alone or with other instruments (Grotelueschen, 1985). PRS findings have demonstrated that reasons for taking part in continuing professional education are different across categories of professionals. As an example, studies conducted among teachers, social workers, veterinarians, dentists, health educators, judges, and physicians demonstrate that the most important cluster of reasons for further learning is professional improvement and development. Other clusters of reasons the PRS can measure are professional service, collegial learning and interaction, professional commitment and reflection and personal benefits and job security.

For researchers studying the phenomenon of participation by

continuing professionals it is increasingly clear that adults' expectations are inextricably related to their changing lifestyles, workstyles, and the dynamics of being a professional in the 1980's.

Institutional Indicators of Commitment to Adult Learners

"Adult development and learning environment research and theory offer important clues for closing the gap between rhetoric and reality in how colleges and universities respond to adult learners in the 1980's" (Marienau and Chickering, 1982). So it is that an ever-growing number of individual educators now accept the notion that learning is a life-long process and that continuing higher education, both as a product and a process, can be used to move an institution toward an excellent delivery program of educational opportunity for traditional and nontraditional aged learners, full-time students or part-time students, certification seeking or degree seeking students - in new and more enlightened ways. Ours is a learning society and learning is basic to human progress. Further, it is submitted that institutions of higher education that realistically come to terms with the external and internal forces that be, as well as the emerging issues that confront higher education, will grow and prosper. Gessner (1987) states the successful college or university staff developer:

> "have a clear sense of mission, understand the importance of that mission and have a personal philosophy about continuing education that identifies their professional objectives. This requires looking beyond the immediate daily tasks to sustain a sense of the whole and to define their role in helping people learn" (p. 8-9).

Educators are advised that programs for adult learners be organized around tasks that are specific to the learner's roles and responsibilities (Lindquist and Marienau, 1981). Levinson (1978), Hunt (1971), Gould (1981), Neugarten (1968), Cross (1981), Erikson (1959) have offered some of the most significant work on adult development and the forces behind change and the consequent, decisions made by the adult learner. While these pioneer researchers do not completely agree with all the ideas that each puts forth on adult learning, they do agree that developmental goals at institutions:

1. presume that a wide variety of learner motivations will have to be accommodated (diversity among individuals increases with age);
2. organize program strategies that support the idea that human development (ego development, learning to learn) will be a natural outcome of the continuing education experience whether organized on a semester basis, a week long seminar, a summer institute, or a one-day inservice workshop.

The achievement of learning (the right to succeed) will be facilitated by:

1. recognition of the diversity of non-tradition aged

students;

2. provision of new and flexible forms of enabling factors that make it easy and inviting to participate (phone-in registration, one-stop application, certification verification, payment of fees by mail, credit card or installments, etc.).

Curriculum factors designed to address the specific needs of professionals in continuing education can include at least:

1. support for a range of options through different approaches to learning (offering students a number of ways to fulfill course requirements);
2. offering of programs in convenient locations at convenient times;
3. support for the most pleasant learning environment possible (these are frequently multi-degreed professionals with a wealth of life experiences, who value aesthetics as part of the quality of any learning environment);
4. recognition that the 18-21 year old seeks education to prepare for life; adult learners are already there and seek education to facilitate functioning at a higher level;
5. teaching them about themselves and this means adult developmental theory. Provide counseling and advising by knowledgeable professionals in the field;
6. support for the idea that "mattering" is an important,

under-investigated issue in professional continuing education and recent research indicates very positive outcomes as a result of making the individual learner feel valued as a human and as a consumer. Adult learners usually pay for their own learning activities and insist on their money's worth sooner or later;

7. appreciation for the notion that adult learners are generally more motivated than younger learners; do not perform as well as younger learners if speed is essential to the task; display more fixed behavior and this may influence difficulty with change; have less acute vision and hearing; feel greater freedom than younger learners; and desire self-directed learning--they demand a high degree of relevance;
8. greater attempts to offer a variety of learning devices through not only print, but film, resource personnel, television, computers, etc.;
9. recognition of teaching as a facilitator/coinvestigator function;
10. realization of the fact that these students are not "campus oriented" as are younger students;
11. support for creativity, field experience, etc. as it compliments conventional subject matter;
12. engagement of students in a continuing dialogue of how the learning experience relates to social, political, economic and personal issues; and

13. organization of an academic advisory group to participate as often as possible as part of the team.

An institutional commitment to the adult learner would necessarily include:

1. faculty orientation to the unique experience of being a non-traditional student,
2. rewards for quality teaching of adults (this may be best achieved by evaluating and publishing program results),
3. anticipation that careful research, planning, and evaluation would be carried out and reported to intraorganizational units, and
4. pre-service education for teachers of adults would include (Beder and Darkenwald, 1982):
   - psychology of the adult learner
   - emphasis on learner centered strategies
   - diagnostic-individualization strategies
   - foundations of adult education

Continuing Professional Education for Teachers

Based on the literature in inservice education or staff development, there are six important purposes of inservice for teaching professionals: continuing career development, continuing cognitive development, continuing theoretical development,

continuing professional development, continuing pedagogical development and continuing understanding and discovery of self (Howey, 1985). Staff development today is largely limited to the enhancement of pedagogical skills.

Bierly and Berliner (1982) have generalized that staff development/inservice education needs most often expressed by the teaching professional are:

- concrete and practical methods of instruction;
- individualization and adaptation of instruction to a particular class;
- coaching in the classroom by observers who provide feedback;
- preference for coaches who are or have been teachers themselves;
- preference for teacher planned programs.

Reeves and Kazelskis (1985) analyzed teacher concerns and found that "impact" (p. 267) concerns such as being able to diagnose student learning problems, challenging unmotivated students, guiding students toward intellectual and emotional growth and meeting the needs of different kinds of students were of greatest importance to teachers. These "impact" concerns (or needs) were given more importance than "self" or "task" concerns (p. 267).

The Handbook on Research on Teaching (1986) includes a perspective on these teacher concerns as the concerns of a population of professionals primarily concerned with correcting

weaknesses rather than engaging in more intellectual and profound developmental and professional issues. This perspective includes the notion that a low-level curriculum and students that have had easy access to university programs in teacher preparation have served to generate a population of teachers who maintain a "practicality ethic" (Lanier and Little, 1986, p. 451).

Against this backdrop, Howey (1985) persists with the notion that teaching is largely an interpersonal activity. "The degree of understanding teachers have of their own behavior and how they have changed over time is directly related to the nature and quality of interactions they have had with others" (p. 59). In an earlier report, Willie and Howey (1980) suggest that the cornerstone of effective staff development would be an understanding of adult development and that this needs to be reflected in the inservice education of teachers. Integral to this understanding is acceptance of the idea that as adults mature there is an increasing search for intimacy. The individual searches for relationships where one can feel trust, talk about self, and disclose problems among others who are able to provide feedback. Inservice is viewed as an additive process in many staff development offices which is unlike Smythe's (1984) view of teachers when he states "one of the realities of schooling is that teachers possess their own theories about what they do, what is reasonable, feasible and possible in classroom teaching. This is invariably knowledge based upon 'lived experiences' rather than the wisdom of outside 'experts'" (p. 35). Additionally, adults strongly desire to interact with their

life's work. An important third element in adult development is the quest for meaning - how adults feel about their work has important implications for how they work (Willie and Howey, 1980).

Little, Stenhouse and Hogben summarized a portion of the professional literature from which they concluded that teachers learn little from professonal journals or research publications and are not affected to any extent by involvement in inservice activity (cited in Smyth, 1984). Rather, they seem to acquire new skills and transfer them to their classrooms when they have had an opportunity to personally and professionally integrate concepts. The research of Sprinthall and Theis-Sprinthall (1983) supports a number of elements as important to adult learning in the inservice setting:

1. Role-taking experience: (different than role playing) requires practicing performance in a qualitatively different and somewhat more complex role than the current one. The individual is expected to take on a more complex interpersonal role and the experience is direct and active rather than vicarious and indirect. Using a new teaching model or using a new approach to conflict management, for example, would create an opportunity for teachers to counsel and give feedback to each other as a group member took on the role required by the new method.
2. Qualitative aspects of role taking: the role-taking experience must be within the reach of the individual.

In other words, the capacity of the individual must be matched to the new role expectation.

3. Guided reflection: it is important to revisit the experience in meaningful ways with professionals who are adult learners. Unguided reflection misses the point and schooling has notoriously left this out of the educational experience.

4. Balance: the research indicates that a balance between experience, discussion, reflection, and teaching is necessary in working toward growth in psychological maturity. The seminar or a similar opportunity to promote guided interpretation is essential.

5. Continuity: significant change is most likely to occur when programs extend over considerable time. The acquiring and transfer of new interpersonal and cognitive skills takes time.

6. Professional support and challenge: discarding old ways of doing things is often stressful for adult learners in teacher inservice training. Smyth (1988) equates this to other painful processes like grieving. Separating these professionals from old methods and thinking patterns requires thoughtful challenge and support from others.

7. Assessment: cognitive development theory has recently emerged as an organized body of knowledge. There are valid and reliable instruments that help

staff developers and program planners get to know their particular clientele on many levels (Sprinthall and Theis-Sprinthall, 1983).

Intensive classroom observations by Tikunoff and Ward (1979) become the focus of a study in which they identified inservice teachers as falling into one of three categories: "mythologists," "mechanics," and "causal thinkers." An earlier study by Hunt (1971) took a similar position and categorized teachers at low, middle or high conceptual levels.

Cognitive development theory reveals individual differences among adults in their ability to operationalize their thinking, to imagine alternative variables, to form a hypothesis, and to systematically test a hypothesis. Differences in interpersonal development and cognitive development affect the ways in which teachers interact with their students.

According to Rest (1979), cognitive developmental stage is highly stable for adults since it reflects "deep thought structures" (p. 21). Cognitive growth occurs from specially designed interventions, but not from the usual sets of experiences in everyday life. Similarly, in a 1971 report, Hunt stated that there is great stability of conceptual level (CL) scores during adulthood. Empirical studies have shown that control groups of inservice professionals do not increase in cognitive developmental stage as a result of traditional style teaching/learning environments (Sprinthall and Bernier, 1979; Oja and Sprinthall, 1978). Analysis of these studies reveals that

without specific developmental instruction there will not be a gain in cognitive developmental level. "An extremely important yield from the research is that a major, perhaps the major, dimension of teaching is cognitive in nature" (Showers, Joyce and Bennett, p. 85). In inservice programming, the task then is to devise programs for these adult learners that are matched to their level of cognitive flexibility.

Effect sizes (ES) for training outcome by training components provides needed insight into the efficacy of various inservice methods (Joyce and Showers, 1988). Analysis of the research on what kinds of training programs result in transfer of that training into the workplace show that a combination of presentation of the theory, demonstration, practice, and feedback results in a large and dramatic increase in transfer of learning (Joyce and Showers, 1988). Presentation of the theory or introduction of the skill strategy to adult learners is a compelling first element in planning inservice activity. Joyce and Showers' analysis of data indicates this must be accompanied by a modelling or demonstration of the skill or teaching model, followed by multiple opportunities to practice in actual classrooms. Finally, the transfer of skills to the classroom setting is greatly augmented through repeated use of structured and open-ended feedback about the new skill.

> "We have concluded from these data that teachers can acquire new knowledge and skill and use it in their instructional practice when provided with adequate opportunities to learn. We have hypothesized, further, that fully elaborated training systems develop a learning to learn aptitude; that, in fact, individuals learn more efficiently over the long term by developing the metacognitions that enable self-teaching in

> settings where essential training elements are missing" (Joyce and Showers, 1988, p. 72).

Stated more succinctly, a staff developer with a good design and who knows how to use it is a powerful force in teacher inservice.

Personal constructs change over time as an individual develops and this has implications for staff development as well. Selected educational theory enables the teacher to refer to a construct system as a basis for beliefs, values, attitudes and perceptions. When new theory is grounded in practice, and is followed by cycles of action and reflection, a rational change is likely to take place in teaching strategies. "Theory development and analysis are rarely purposes of staff development" (Howey 1985).

Teachers only rarely participate in research and development that enhances their professional knowledge base. Knowledge production activities as a functional part of teacher inservice activity enhances the individual's professional status and professional development (Zimpher, 1988).

Collaborative research can be a form of professional development. Inservice experience which allows individuals to get involved in learning activities such as those that focus on developmental issues ultimately function and participate in the teaching profession in any number of roles. Quite expectedly, professional flexibility is expanded through more differentiated, complementary and realistic roles. An additional outcome of this role variation is the natural expectation that individuals gain a sense of professional development. As an example, the

"functional-collaborative" structure was employed in building a theory/practice based university course for bilingual educators in Gainesville, Florida (Hallman and Campbell, 1988). The "functional-collaborative" (page 2) approach had as key elements: a horizontal rather than hierarchial interaction between researcher and teachers, less focus on roles and more on functions, shared power and responsibility, ongoing feedback, and greater involvement in decision-making by program implementors. At the heart of this University of Florida program was collaboration and a non-hierarchial structure; the collaboration was guided by group commitment to agreed upon goals which necessarily meant that there was mutual dependency to some extent for goal attainment. Key collaborative processes that were characteristic of this project were:

1. establishment of goals and orientation to decision-making, working in concert to fill an important state-wide need;
2. reciprocity between internal social stability and external value-sharing;
3. participant's ownership of outcomes as implementors;
4. open communication and interactive approach to projects' organization;
5. functional role-taking, lack of hierarchy;
6. mutual support between investigators and participants as members of a unified team, joint study of relevant theory as it applied to relevant issues;

7. tangible outcome - product of practical relevance;
8. implementation by university personnel as principal agents of change.

The collaborative processes of this program and the perceived potential for mutual benefits were identified as most important to this project's success (Hallman and Campbell, 1988).

Lanier and Little (1986) report that much of the research on professional preparation has moved away from negative analysis of programs to a great deal more research centered on exemplary programs. In a review of inservice staff development programs to provide assistance and guiding principles for training language minority educators, a recent investigation found fewer than half a dozen studies (Arawak, 1986). The U.S. Department of Education Office of Bilingual Education and Minority Languages Affairs (OBEMLA), who commissioned the study, now recognizes that there is a need to "reach outside our own circle" and apply the recent research findings from the field of general educational staff development (National Clearinghouse for Bilingual Education, 1987/1988, page 1).

An outstanding example of staff development in the field of minority language education that can match step-for-step the strides made by other teaching professionals is the MTTI, the Multidistrict Trainer of Trainers Institute, a model developed early in the 80's by Margarita Calderon of the State University of California. The model's four strand program addresses the needs of four specific groups: teachers, trainers of trainers,

administrators, or parents.

Teachers receive training in specific areas which focus on the needs of limited English-proficient children and at the same time practice training skills they themselves can use in training others.

The MTTI is a one to three year program that includes intensive summer sessions and six follow-up training days during the school year. Between these sessions participants provide each other with mutual support and feedback through observation and peer coaching. Congruent with the available research on transfer of skills to the classroom this model incorporates presentation of theory, demonstrations, practice and feedback. Additionally, this staff development model utilizes program development activity for participants, forecasting, goal setting, team building and coaching. The MTTI model is used widely in California and in many school districts across the country.

The traditional weaknesses of pre-service teacher education programs represent the same weaknesses of teacher education programs offered to older, experienced professionals (Lanier and Little, 1986). Teacher educators, their organizations or institutions, and their profession, will have to analyze their own development and relationship to the profession as they organize for the critically important years ahead in teacher in-service programs. Innovative and exemplary continuing education activities will seek out and take into account the characteristics of the adults who participate. The literature on

staff development and inservice activity for teaching professionals is almost entirely recent literature. If we know with some degree of validation that developmental growth and maturation makes a difference at the behavioral level and we have examined patterns of programming that effect that development, then what is left to do but to plan accordingly? Good programs can become better programs, even excellent ones, if what we have learned in the recent past is put into professional practice.

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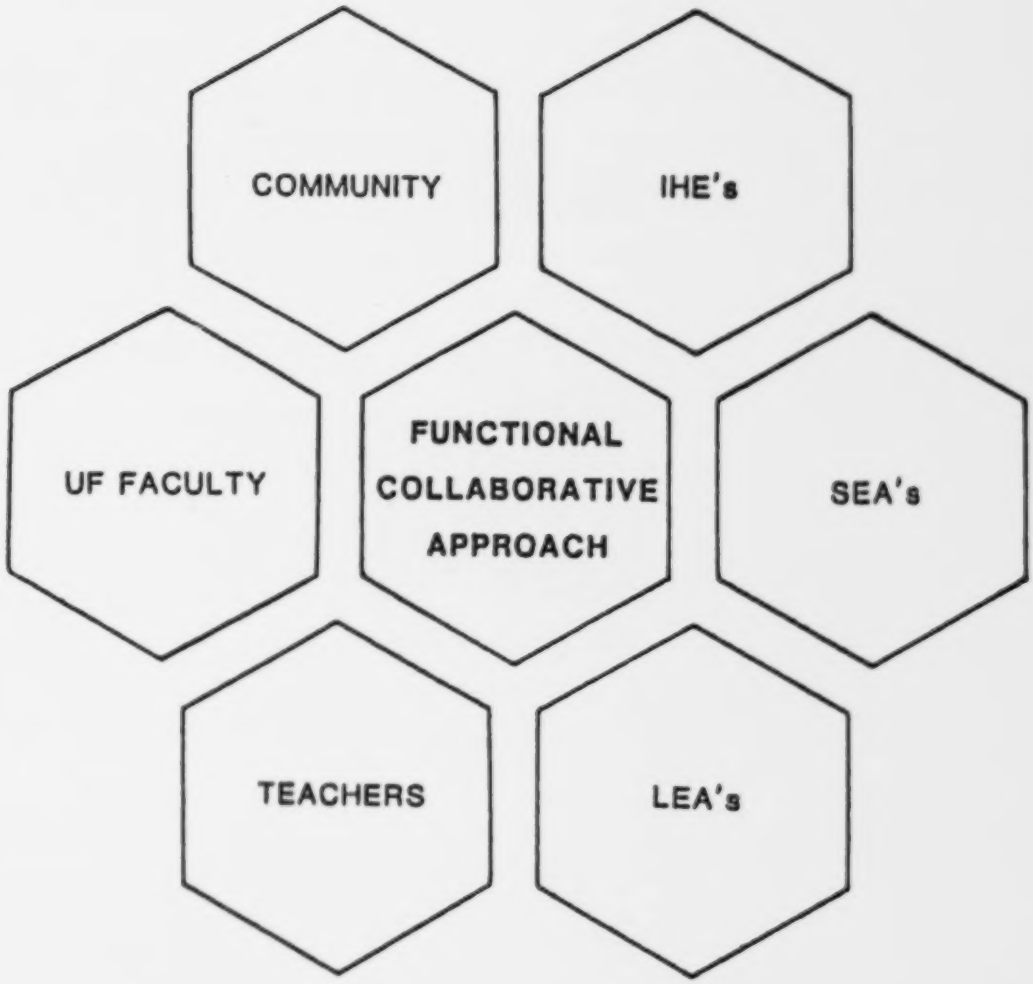
APPENDIX 1:

A Description of the University of Florida Functional-Collaborative Approach to the Development of Inservice Teacher and Administrator Training Programs

UNIVERSITY OF FLORIDA



Functional/Collaborative Research and Training Projects for Teaching the Culturally Diverse

A. PROJECT OBJECTIVES

The overall objectives of the LEADERSHIP IN EDUCATION PROJECT for Managers and Administrators of Language Development Services are to:

1. Establish a program of training and experiences which addresses the needs of school district administrators who supervise and direct teachers who work with LEP* students;
2. Develop a network of trained, experienced professionals working together throughout the state with other LEAs* and IHEs* in a collaborative manner to continue to meet the needs of LEP students;
3. Utilize a functional-collaborative research/training model for Language Development Service administrators which can continue to meet the educational needs of districts which are highly impacted by LEP and NELP* students;
4. Develop a long term up-dating training model in order to continue to improve the quality of leadership and of services provided by LEA administrators.

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*Acronyms:

LEA: Local education agency
IHE: Institution of higher education
LEP: Limited English proficient
NELP: Non English language proficient

B. PROJECT DESIGN

1. The Functional-Collaborative Approach.

As contrasted with the traditional hierarchical approach to training, this Project, will utilize a functional-collaborative training approach. This approach uses a horizontal rather than a hierarchical interaction between researcher/trainer and LEA district administrators. Furthermore, the focus is less on roles and more on functions, shared power and responsibility, ongoing feedback, and greater involvement in decision - making by LEA program implementors.

The traditional hierarchical approach imposes a distance between IHE researcher/trainer and LEA district personnel, establishing a relationship seen as "superior - inferior." This leads to a "deficit" approach to research/training where the non-IHE person feels like a passive receptor. Yet, ultimately they (LEA-Administrators) are expected to implement the "model" that results from the research and/or training and for which they have had little or no input.

It is the intention of this training Project to utilize a functional - collaborative approach. Furthermore, it is our intention to provide the LEA Administrators with the requisite knowledge and skills that will enable them to jointly participate in collaborative research with IHEs and with other LEAs in Florida. Such an objective, and training design, should lead to increased knowledge acquisition in terms of providing

better educational opportunities for LEPs in Florida and in the nation.

Training and research that is based on this functional-collaborative model should adhere to the following premises:

1. The trainer/researcher takes a functional rather than a hierarchical role in research, becoming a colleague with school staff.
2. Roles in trainer/research are functional in that they are based on members' contributing according to their expertise.
3. Teachers are the key agents in effecting fundamental change and therefore should be involved in all phases of research, starting with a definition of the researh problem.
4. Teachers are unlikely to effect change simply because a trainer/researcher tells them to. Administrators who take an active rather than receptive role in trainer/research, however, are more likely to implement trainer/research outcomes.
5. Trainer/research should be program-specific involving general district effort. Expertise and talent is thus shared among teachers, administrators and IHE staff working together toward school goals rather than on isolated programmatic issues.
6. Trainer/research should be aimed at changing the performance of the group (interactively) rather than individual teachers.

7. Collegiality can be defined in terms of peer support. The development of collegiality results from teachers' working together to develop a product of mutual benefit.
8. Trainer/research must have transfer value so that administrators-teachers-professors at one site can train others at other sites in the use of the locally developed product. Ultimately, the teachers can train other teachers in the process of collaboration so that new products of mutual benefit can be developed. <u>This approach both is cost-effective and tends to have greater impact through its multiplier effect</u>.

In summary, trainer/research should take a new functional-collaborative approach rather than the hierarchical approach used in the past. Functional-collaborative research gives equal roles to the research team and the school staff as collaborators in research. The trainer/researchers' theoretical expertise and the teachers' practical knowledge will produce research outcomes that will not only be innovative but, most important, will have practical relevance.

Practical relevance for trainer/research in education is particularly important at a time when public education is being questioned in terms of its practical results in adequately educating children. It is ultimately the teachers in the public school system who can make educational changes that benefit students. Therefore, the role of teachers in trainer/research is crucial to the end result of program innovation, of which they are the implementors.

The outcome of this trainer/research should have profound

implications for educational policy makers. To date, bilingual educational policy has been founded on the premise that all non-English-speaking students must become fluent in English to matriculate through the American public education system. How students move to English competence has not been directly addressed and is currently decided differently across the states. Since there is no national policy on how to educate non- and limited-English-speaking students, states have selected approaches based on the philosophy-rationale of the best-organized and aggressive of the political interest groups representing non- or limited-English-speaking students.

2. Project Timeline

Table 1, which follows, presents a proposed timeline for the project. The information provided is for the first year. The subsequent two (2) years will be similar except that they would include refinement of the program, of the design, and of the delivery system. Evaluation will be utilized not only for the refinement of the project but also as examples of using evaluation data in program re-design since this area is one of the greatest weaknesses indentified.

Table 1 - PROJECT TIMELINE

	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.
1. Planning, Research, Collaborative design												
2. Identification of Project participants												
3. Acquisition, Preparation and Revision of Instructional Material, Media and Software												
4. Area Seminars												
5. Summer Institute												
6. Field research (conducted by and supervised by Project staff)												
7. Training of LEA teachers in school districts												
8. Assessment and Evaluation												
9. Networking												

C. PLAN OF OPERATION

1. University of Florida Summer Institute

During the summer an intensive institute will be held where the major portion of the LEADERSHIP IN EDUCATION training will take place. The nature of the training, the content, and the duration of the institute will be determined based on specific administrator needs on an annual basis and, in an collaborative process.

2. University Credit

University credit for participation in some, or in all of the training components of the Project will be on a voluntary as well as an individual basis. The amount of credit will depend on the nature of the participation. It should be kept in mind that the overall purpose of the Project is to increase the school district's knowledge and skills rather than to obtain a number of university course credit hours.

3. Field research

Administrators will be trained in the planning and in the conducting of applied research which they will engage in following the summer institute. Such activity will be done even after the third and final year of the project. University of Florida staff will conduct the training, monitor progress, supervise the research, and provide feedback to the administrators and any other interested colleague or agency.

It is expected that this component of the Project could have a tremendous impact on bilingual programs in this state, for what we will have at the end of the Project is a cadre of trained researchers who can move with ease from theory to practice and back and forth while operating in a living laboratory.

4. Training of LEA teachers

An important component of the Project is to have participating administrators conduct inservice training with teachers of LEPs in their own school district. The axiom that one "learns more by teaching" holds true in this case. In addition the teachers of LEPs in Florida will be updated relative to their knowledge and skills. This "multiplier" effect shows much promise and increases tremendously the amount of impact that the project will have.

Each administrator will be required to conduct a minimum of three (3) one-day inservice seminars. The content, objectives, delivery and evaluation of the seminar will be jointly planned (LEA Administrators and UF staff) in a collaborative manner. Each is expected to turn in this "assignment" to the Project staff for comment and review which will then in turn provide feedback to the LEA administrators.

5. Assessment and Evaluation

One of the weakest areas that

showed up in various investigations was the conducting and utilization of evaluation. Therefore, in addition to the formal training, administrators will be able to see evaluation used "in action" and to observe how the results can/should impact program re-design. Again, since the Project will use a functional-collaborative model, administrators will have an opportunity to see the results of the various external evaluations of the UF-LEADERSHIP IN EDUCATION PROJECT and to see how those results can be used for program improvement, re-design and so forth.

Assessment of participants knowledge and skills will be done at the very beginning of the Project and will be continuous throughout the life of the project.

6. Networking

A systematic design for networking, involving all LEA administrators, interested IHEs, the MFC, the SEA and other resources will be developed and implemented. Again, since collaboration is at the core of this project, the focus of the network will be on interdependence, helping and sharing. A product of effective networking, of course, is capacity building, which is probably the overall goal of the LEADERSHIP IN EDUCATION PROJECT.

D. THE PROJECT CURRICULUM

As the case with other innovative training programs what is needed is effective, innovative and flexible delivery of

content systems as contrasted with traditional-type university coursework. Our experience with other training programs have led to the realization (actually more than a decade ago) that traditional university type courses do not work for this type of training need. On the countrary, we start with the individual and his/her particular needs, knowledge and skills and then build instructional material and experiences that are appropriate for him/her. Because of individual differences in background and experiences, a tailor-made program with a personal profile will need to be developed for each LEA administrator.

Naturally, there will be some similar needs which will be of concern to all administrators, but the accent should be on developing a flexible, adaptable and individualized program which can be modified and reshaped depending on need. This approach is the "raison d'etre" for the success of our other training projects. It is harder and more complicated, but it is necessary and well worth it since the purpose here is to assist colleagues in the field. We've also found that we learn much more this way.

A disadvantage of this approach is that one cannot, a priori, determine the exact content to be delivered, since we start with the individual and where he/she is. In a way it would be presumptive (and presumptuous) to lay out the exact content before we've done a pre-test, or at least a detailed needs analysis for each LEA administrator. A distinct advantage of this approach, however, is that we will attempt to respond to real needs as determined by those who have specific needs.

E. THE UNIVERSITY OF FLORIDA FUNCTIONAL-COLLABORATIVE TRAINING MODEL

A word or two about the specific design for conducting the training of this Project. Utilizing a functional-collaborative approach places a considerable amount of responsibility (and flexibility) on the Project staff after the Project has been funded. The staff plans and designs the training in a cooperative manner with the trainees, SEA, and other available resources.

The figure on the following page illustrates the flow of the functional-collaborative training model.

THE UNIVERSITY OF FLORIDA

FUNCTIONAL /COLLABORATIVE TRAINING MODEL

INITIATOR

TRAINING NEED IDENTIFIED

ANALYZED

INTERPRETED AND RE-CONFIRMED

LITERATURE, MATERIAL MEDIA REVISED

ANALYSIS OF RESEARCH

APPLICATION OF RESOURCES TO NEED

PURCHASE, REVISE, DEVELOP NEW MATERIAL

PLAN AND DESIGN TRAINING

IDENTIFICATION OF STAFF

PLANNING DELIVERY OF TRAINING (MODULES, LECTURES?)

SELECT LOCATION, DATES, FACILITY, TECHNOLOGY TO BE USED

DELIVER TRAINING

EVALUATE TRAINING

DOCUMENT REPORT

REVISED AS APPROPRIATE